

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	School of Healthcare
Subject(s):	<i>Nursing</i>
Programme(s) / Module(s):	HECS 5285 HECS 3275 HECS 3276
Awards (e.g. BA/BSc/MSc etc):	MSc Nursing (ADULT)

Name and home Institution / affiliation of Examiner**Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

Not applicable

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

No

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

Not applicable

Standards

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The programme aims and ILOs are commensurate with the level of the award. The content and structure is appropriate.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The Aims and ILOs meet the expectations of national subject benchmark/professional body requirements.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The design and structure of the assessment methods allows the students demonstrate a range of knowledge/skills necessary for this professional qualification at Masters level academic study.
The quality of teaching, learning is good and assessment methods are varied.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Academic standards demonstrated by students on this programme are similar to students on comparable courses. Some students demonstrate a clear understanding of what is required of them from the assignment and they successfully achieve the ILOs. Those students who are academically weaker are not as successful in achieving the ILOs. Generic weaknesses include academic writing style and referencing errors.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

Practice documentation not yet seen (students are yet to submit).

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

The quality of feedback to students is very good and should be commended. Students are advised in the feedback on areas that are good and those areas that can be improved.

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

Students in their assignments demonstrated how research impacts on/informs practice – those students who are academically stronger were much more able to demonstrate appreciation of the research, its implications on practice and showed a high level of critical analysis/evaluation. Those students whose work was weak, generally identified research but were not as analytical/evaluative and relied on describing.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

Not applicable

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

Not applicable

The Examination/Assessment Process

10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

Yes.

11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes – I also attended the new external examiner briefing event in October 2014.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes.

Scripts were clearly marked/annotated.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

No dissertations reviewed this year.

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Satisfactory administrative arrangements.

I am hoping to attend a meeting next week.

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Cannot comment.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

No further comments.

School of Healthcare

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

Direct line: 0113

E-mail:

8 February 2016

Dear

Re: **External Examiner's Report –2014/2015 - MSc Nursing**

Thank you very much for your external examiner's report for the MSc Nursing with Registration (Adult) programme.

It is particularly encouraging to read your positive comments that the design and structure of the assessment methods allow the students to demonstrate a range of knowledge. The programme team works hard to ensure that the taught content remains fit for purpose and is informed by the most up to date and relevant research and is taught using a variety of methods. Your comments on the high quality of the teaching are therefore most welcome.

It is also very pleasing to note your comments that the quality of feedback to students is very good and should be commended. We direct all our students to the extensive support facilities provided by the University to assist students with writing and referencing skills and encourage them to avail themselves of these.

I would like to take this opportunity to thank you for your contribution to the School of Healthcare and for such a positive report.

With kind regards,

Yours sincerely